



FOSTER PARK ELEMENTARY

901 Arthur Blvd.
Union, South Carolina

Grades	PK-5 Elementary School	
Enrollment	555 Students	
Principal	Barbara Palmer	864-429-1737
Superintendent	Dr. Kristi V. Woodall	864-429-1740
Board Chair	Ms. Jane H. Hammett	864-427-7081

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Average	Good
2009	Average	Average
2008	Average	Average
2007	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

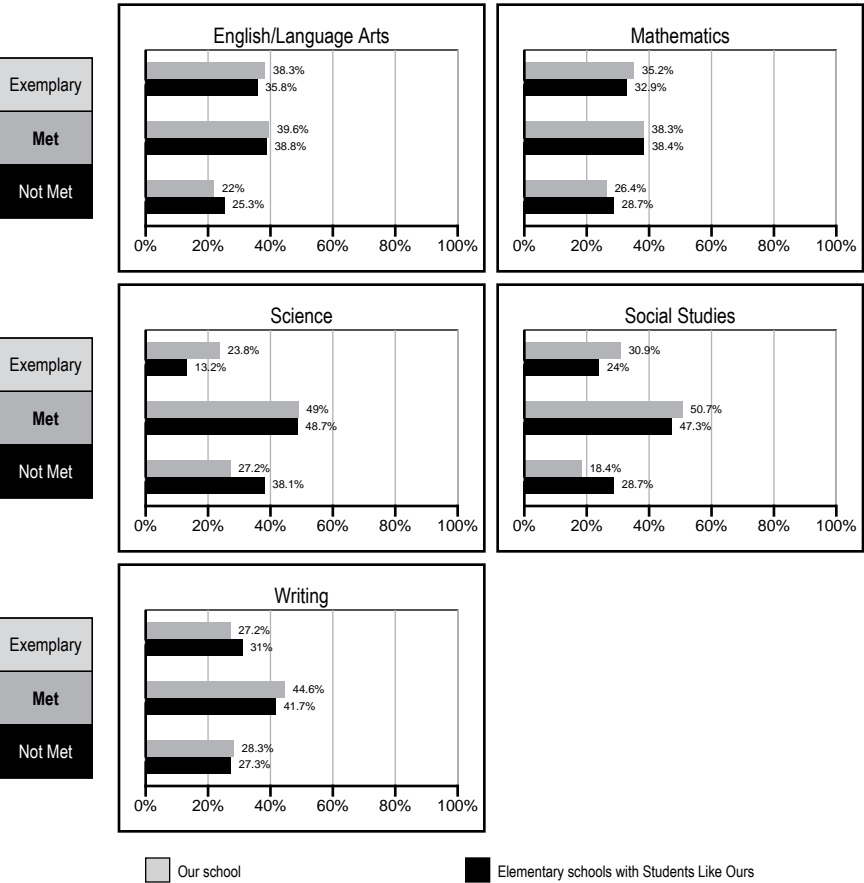
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	19	87	9	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=555)				
First graders who attended full-day kindergarten	90.9%	Down from 100.0%	100.0%	100.0%
Retention rate	2.4%	Down from 2.7%	1.2%	1.1%
Attendance rate	95.8%	Up from 95.7%	95.9%	96.2%
Served by gifted and talented program	13.0%	Up from 9.1%	11.9%	13.4%
With disabilities other than speech	5.1%	Down from 8.2%	5.1%	4.1%
Older than usual for grade	0.4%	Down from 0.5%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	51.5%	Up from 48.6%	60.0%	62.5%
Continuing contract teachers	97.0%	Up from 91.9%	89.7%	88.2%
Teachers returning from previous year	88.2%	Down from 89.5%	87.5%	87.8%
Teacher attendance rate	95.5%	Down from 95.6%	95.2%	95.2%
Average teacher salary*	\$46,127	Up 2.7%	\$46,609	\$46,773
Professional development days/teacher	17.2 days	Up from 12.9 days	11.3 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 19.3 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.0%	Up from 90.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,351	Up 9.5%	\$7,420	\$7,447
Percent of expenditures for instruction**	70.1%	Down from 74.2%	66.9%	68.4%
Percent of expenditures for teacher salaries**	66.5%	Down from 70.7%	64.6%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Foster Park Elementary School celebrated many successes this year. Our school continues to be recognized as a "Red Carpet School". We take pride in our customer friendly atmosphere and value input from our stakeholders. With our stakeholders as partners, our goal is to continue to uphold our district vision, "Building a Tradition of Excellence".

Our school continues to recognize great reading and writing. We participate in the Superintendent's Writing Contest and set individual and school-wide goals for reading and writing. Our school once again received a RIF (Reading is Fundamental) grant which provides books for each child and a Save the Children Grant which provides in-school and after-school assistance.

Congratulations go out to our entire school community! Foster Park Elementary received an absolute rating of average and an improvement rating of good on our state report card. We also met 100% of our AYP objectives. Likewise, our school exceeded scores in schools like ours in all subject areas. We are extremely proud of our students, teachers, parents, and community for their hard work!

We continue to recognize students and staff for positive actions and achievements through our Positive Behavior Plan. Students earn Eagle Bucks and Classroom Bucks for positive behaviors and spend the bucks throughout the year.

Our instructional staff members analyze PASS scores by grade, class, and student to identify academic strengths and weaknesses. PASS analysis serves as just one piece of information for planning instruction and providing individual student assistance. MAP testing is also used in determining the academic plans for our students. Forty minute Academy Classes were formed last year to remediate and accelerate students.

In our changing world, our teachers realize the need for professional growth and are always seeking new and innovative teaching ideas. Our teachers participate in study groups each year for professional growth and development.

Our school provides many ways of notification to parents and the community. We utilize the front marquis, monthly newsletters, agendas and our Alert Now System to advertise upcoming events. We maintain a very close relationship with our local news providers to showcase our achievements and activities. We invite all parents to attend our School Improvement Council meetings and Title I planning sessions. The State Report Card is sent out each year to highlight our achievements and challenges. Our school maintains an absolute rating and improvement rating of average.

With the continued support of our Student Council, we give back to the community through numerous community projects such as Relay for Life, Jump Rope for the Heart, and March of Dimes. Our school continues to enforce our motto, "Building a Family Where Children Soar as Eagles".

Barbara Palmer-Principal
Marge Ruff- SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	90	63
Percent satisfied with learning environment	96.8%	90.0%	91.8%
Percent satisfied with social and physical environment	96.8%	88.8%	85.5%
Percent satisfied with school-home relations	96.8%	87.8%	82.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	241	99.6	21.6	39.7	38.8	85.3	79.4	82.4	Yes	Yes
Gender										
Male	126	100	26.8	40.7	32.5	81.3	76.8	78.7	N/A	N/A
Female	115	99.1	15.6	38.5	45.9	89.9	82.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	124	100	15.8	37.5	46.7	88.3	84.1	88.9	Yes	Yes
African American	112	99.1	27.8	42.6	29.6	82.4	72.1	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	84.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	32	100	45.2	45.2	9.7	54.8	45.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	28	42.3	29.8	81	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	241	99.6	25.9	38.4	35.8	85.8	83	81.9	Yes	Yes
Gender										
Male	126	100	29.3	37.4	33.3	86.2	81.6	79.9	N/A	N/A
Female	115	99.1	22	39.4	38.5	85.3	84.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	124	100	17.5	36.7	45.8	90.8	87.9	88.9	Yes	Yes
African American	112	99.1	34.3	40.7	25	80.6	75.8	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	32	100	61.3	19.4	19.4	51.6	51	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	175	100	33.3	39.9	26.8	80.4	78.6	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	158	100	26.8	48.4	24.8	73.2	63.3	68.6
Gender								
Male	82	100	29.6	42	28.4	70.4	64.4	68.3
Female	76	100	23.6	55.6	20.8	76.4	62.1	68.9
Racial/Ethnic Group								
White	86	100	15.7	50.6	33.7	84.3	72.1	80.7
African American	69	100	40.3	44.8	14.9	59.7	49.9	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.7	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	24	100	60.9	26.1	13	39.1	29.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	118	100	34.5	46	19.5	65.5	56	57.3

Social Studies

All Students	162	100	19.2	49.4	31.4	80.8	67.4	72.5
Gender								
Male	85	100	22	42.7	35.4	78	67.9	72
Female	77	100	16.2	56.8	27	83.8	66.9	73.1
Racial/Ethnic Group								
White	81	100	20.3	40.5	39.2	79.7	71.2	81
African American	77	100	18.9	59.5	21.6	81.1	61.8	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	15	100	35.7	50	14.3	64.3	31.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	114	100	23.9	55	21.1	76.1	61	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	95	96.8	28.3	44.6	27.2	71.7	63.9	73.2	95.8	95.4
Gender										
Male	52	100	34.6	44.2	21.2	65.4	57.4	67.2	95.7	95.2
Female	43	93	20	45	35	80	70.9	79.4	96	95.6
Racial/Ethnic Group										
White	49	95.9	12.8	53.2	34	87.2	71.9	81.5	95	94.9
African American	46	97.8	44.4	35.6	20	55.6	53	61.3	96.6	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.6	98.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	96.3	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97	88.7
Disability Status										
Disabled	15	93.3	N/AV	N/AV	N/AV	14.3	9.7	26	94.7	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	99.2	96.4
Socio-Economic Status										
Subsidized meals	69	98.6	36.8	45.6	17.6	63.2	59	63.2	95.6	95

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	93	100	16.9	25.8	57.3	83.1
	4	90	100	19.3	42	38.6	80.7
	5	93	100	23.3	45.3	31.4	76.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	63	100	20	23.3	56.7	80
	4	80	100	15.6	44.2	40.3	84.4
	5	96	99	28	46.2	25.8	72
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	93	100	19.1	40.4	40.4	80.9
	4	90	100	18.2	45.5	36.4	81.8
	5	93	100	41.9	37.2	20.9	58.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	63	100	25	23.3	51.7	75
	4	80	100	22.1	45.5	32.5	77.9
	5	96	99	30.1	41.9	28	69.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	47	100	34.8	32.6	32.6	65.2
	4	90	100	33	58	9.1	67
	5	47	100	35.6	57.8	6.7	64.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	32	100	22.6	32.3	45.2	77.4
	4	80	100	16.9	58.4	24.7	83.1
	5	46	100	46.7	42.2	11.1	53.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	46	100	9.3	41.9	48.8	90.7
	4	90	100	13.6	58	28.4	86.4
	5	46	100	46.3	34.1	19.5	53.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	32	100	3.3	53.3	43.3	96.7
	4	79	100	15.8	55.3	28.9	84.2
	5	49	100	33.3	39.6	27.1	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	95	99	23.6	36	40.4	76.4
	4	93	100	29.7	41.8	28.6	70.3
	5	93	100	29.1	38.4	32.6	70.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	95	96.8	28.3	44.6	27.2	71.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample